

Continuous School Improvement Plan

USER MANUAL

5-year Continuous School Improvement Plan

ESEA Title I Plans

Annual Progress Report

REVISED SEPTEMBER 2011



opi.mt.gov

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Introduction

This Continuous School Improvement Plan (CSI Plan) instructions document provides districts with information regarding the improvements and “how to” guide for completing the CSI Plan and its component. The CSI Plan is a universal plan that provides districts the flexibility to enter the goals and information directly from the process they are using into the electronic program.

The Administrative Rules of Montana (ARM) 10.55.601, adopted by the Board of Public Education (BPE) in November 2000, established the goal that all school districts develop, implement, evaluate and revise a single five-year comprehensive education plan to ensure continuous education improvement for all students and all schools.

ARM 10.55.601

(3) To ensure continuous education improvement...

(a) This plan shall include:

(i) a school district level education profile as described in guidance provided periodically by the Office of Public Instruction;

(ii) the school district’s educational goals in accordance with ARM 10.55.701;

(iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in ARM 10.55.603;

(iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with ARM 10.55.603; and

(v) a professional development component, in accordance with ARM 10.55.714.

The CSI Plan contains four main components: the Five-Year Plan, Title I Improvement Plans, Title I Schoolwide Plans, and the Annual Progress Reports. The Five-Year Plan is a process that is required by the Board of Public Education every five years. The rationale for changing the Five-Year Plan to the CSI Plan is to denote the possibility of adapting the original planning for continuous school improvement.

Getting Started

Go to <http://data.opi.mt.gov/5ycplan> or click the link on the Continuous School Improvement (CSI) Plan Web page.

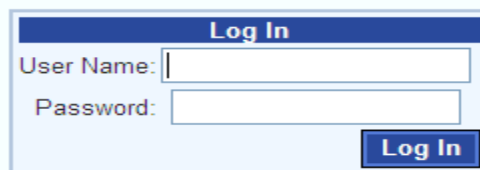
For assistance with creating your plan, contact Kelly Glass at (406) 444-4436, Colet Bartow at (406) 444-3583, or Kris Goyins at (406) 444-0729.

For assistance with logging in, call the OPI Help Desk at (406) 444-0087.

Login using the school or district CITRIX username and password. These are mailed to the district each June. All school plans are now accessible through the Legal Entity (LE)/District username and password.

Single schools in a district should login and complete the *district* Annual Progress Report. Information from the district can then be transferred to the school.

Legal Entities with one School code (SC#) must login as the Legal Entity (LE)/District.



The image shows a login form with a blue header bar containing the text "Log In". Below the header, there are two input fields: "User Name:" followed by a text box, and "Password:" followed by a text box. To the right of the password field is a blue button with the text "Log In" in white.

Navigation

The screenshot shows a web application interface. At the top, there is a navigation bar with six tabs: "Planning Status", "Data Graphs", "Reports", "Resources", "Administrative", and "Logout". To the right of these tabs is a large orange arrow pointing left, labeled "Navigation". Below the navigation bar, the main content area is titled "Continuous School Improvement Plan". Under this title, there is a section "Overview of CSI Plan." followed by a link "Go to the Planning Status page". The main text describes the goal of the CSI Plan, established by the Board of Public Education, to ensure continuous education improvement for all students and schools. It lists two main components: "District Plan" and "School Plan". Below this, it states that the CSI Plan includes five components: a school district level education profile, district educational goals, a description of planned progress, a description of strategies for assessing student progress, and a professional development component. Finally, it describes the "Yearly Action Plan" and the "Annual Progress Report".

Planning Status | **Data Graphs** | **Reports** | **Resources** | **Administrative** | **Logout** | **Navigation**

Continuous School Improvement Plan

Overview of CSI Plan.

[Go to the Planning Status page](#)

The Board of Public Education established the goal that all school districts develop, implement, evaluate, and revise a single five-year comprehensive education plan to ensure continuous education improvement for all students and all schools.

- **District Plan** - The ultimate goal is for a district to generate a single comprehensive education plan that meets local needs and the needs of all state and federal programs, with specific program amendments as necessary.
- **School Plan** - To foster continuous education improvement throughout the district and to meet the needs of all students in Montana, every school in the district will develop and have on file in the district office, a five-year school comprehensive education plan following the district plan requirements.

The Continuous School Improvement Plan includes five components:

- a school district level education profile, provided in guidance by the OPI;
- district educational goals;
- a description of planned progress toward implementing all content, performance, and program areas standards;
- a description of strategies for assessing student progress toward meeting all content and performance standards; and
- a professional development component.

Yearly Action Plan - Each year of the five-year cycle districts and schools will develop and implement a yearly action plan that systematically moves those districts and schools toward accomplishing the five-year plan. The plan provided a set of specific goals for the coming year that include measurable objectives, identified strategies to meet the objectives, any needed professional development to support those strategies, and a summary of the resources required.

Annual Progress Report - A report to the Office of Public Instruction summarizing the review of the yearly action plan and the subsequent development of the next year's action plan.

Navigation to the planning pages as well as data graphs, reports, and resources are available through this main login screen. The navigation bar displays the following information:

Planning Status: The Planning Status tab is new to the Continuous School Improvement Plan (CSI Plan) for 2010-2011. From this page, for the selected district or school, the status of CSI Plan steps are listed on this page. This is also where navigation to the input pages for the steps is achieved.

Data Graphs: The Data Graphs tool is unchanged in the new planning tool format. The only change is the ability to save selected graphs to the Annual Progress Report.

Reports: The Reports tab allows viewing and printing of reports. Reports are available for the 5-year plan, the ESEA Title I Plans and the Annual Progress Report.

Resources: The Resources tab provides the instructions for the CSI Plan application as well as policy and reference materials.

Logout: The Logout tab allows you to exit the system when you are finished working for the day.

Planning Status Page

After entering the CSI Plan through the Planning Status section, select either the district or the school. When logged in as the district, any school may be selected and information entered. When logged in as a school using the CITRIX passwords, work may only be completed for the school.

The screenshot shows the top navigation bar with 'Planning Status', 'Administrative', and 'Logout' tabs. Below the navigation bar, it says 'You are logged in as: CP8184 - You Are Planning For:' and 'State Fiscal Year 2011'. A message reads 'Title I, SchoolWide, Improvement and Annual Progress Report Close Date is: November 1.' Below this is a section titled 'Planning Status' with a dropdown menu labeled 'Select a School in your District'. An orange arrow points to the 'Planning Status' tab with the text 'Enter the CSI Plan here'. Another orange arrow points to the dropdown menu with the text 'Select LE or SC'.

Once the appropriate LE or SC is selected, the planning page includes entry points into the CSI Plan, Five-Year Plan, Annual Progress Reports, and ESEA Title I. The new Planning Status page collects information from a variety of OPI data points and then displays the information each school and district must complete. The first column of information is the report types and report name. Find the step that needs completing and select “Go to Page” to reach the form for that step. The status page conveniently informs the user of the status of steps that are required, optional, or complete to guide the work in completing the reports. The three statuses are:

- “This Step is Optional”: These are steps that may be completed or revised but are not required for this reporting year.
- “This Step is Required”: These are steps that are required to be completed for this reporting year. Once the step is completed, the “This Step is Required” will change to “This Step is Complete.”
- “This Step is Complete”: These are steps that are saved and completed for this reporting year.

The screenshot shows the 'Planning Status' page with a list of steps. The steps are categorized into '5 Year Plan', 'Title I Schoolwide Program', 'Title I Academic Performance Annual Review', and 'Annual Progress Report'. Each step has a status and a 'Go to Page' link. Annotations include: 'COMPLETE' pointing to '5 Year Plan - Step 3 Yearly Action Plan', 'OPTIONAL' pointing to '5 Year Plan - Step 1 Profile', and 'REQUIRED' pointing to 'Title I - Academic Performance Annual Review - 1 Curriculum - Quality Indicator Notes'.

Report Type	Report Name	Status	Action
5 Year Plan	5 Year Plan - Step 1 Profile	This Step is Optional.	Go to Page
	5 Year Plan - Step 2 Correlate Review	This Step is Optional.	Go to Page
	5 Year Plan - Step 3 Yearly Action Plan	This Step is Complete.	Go to Page
Title I Schoolwide Program	Title I - School - SchoolWide Program	This Step is Required.	Go to Page
	Title I - School - School Improvement	This Step is Required.	Go to Page
	Title I - Academic Performance Annual Review - 1 Curriculum - Quality Indicator Notes	This Step is Required.	Go to Page
	Title I - Academic Performance Annual Review - 1 Curriculum - Correlate Comments	This Step is Required.	Go to Page
	Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Quality Indicator Notes	This Step is Required.	Go to Page
	Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Correlate Comments and Goals	This Step is Required.	Go to Page
	Title I - Academic Performance Annual Review - 3 Instruction - Quality Indicator Notes	This Step is Required.	Go to Page
	Title I - Academic Performance Annual Review - 3 Instruction - Correlate Comments and Goals	This Step is Required.	Go to Page
	Title I - Academic Performance Annual Review - Academic Performance - Category Comments and Goals	This Step is Required.	Go to Page
	Annual Progress Report	Annual Progress Report - 1 Math Goal	This Step is Required.
Annual Progress Report - 2 Reading Goal		This Step is Required.	Go to Page
Annual Progress Report - 3 Curriculum Goal		This Step is Required.	Go to Page
Annual Progress Report - 4 Other Goal		This Step is Optional.	Go to Page

Five-Year Planning Process Menu

The Five-Year Plan portion of the CSI Plan is optional for schools and districts that have completed the work during the 2009-10 school year. Schools and districts may, at any time, revise this section to meet the planning needs. If this section states "This Step is Required," it must be completed before the plans can be submitted.

5 Year Plan	Instructions	
5 Year Plan - Step 1 Profile	This Step is Optional.	Go to Page
5 Year Plan - Step 2 Correlate Review	This Step is Optional.	Go to Page
5 Year Plan - Step 3 Yearly Action Plan	This Step is Complete.	Go to Page

Step 1 Profile

The profile was completed during the planning year 2009-10 and requires no additional work on the part of the schools and districts unless updating is needed. The information entered from the previous year will be brought forward into the new school year and can be modified as needed. When working on this section, do not forget to save the completed work.

5 Year Plan - Step 1 Profile

All text boxes have a 7000 character limit. You may cut and paste from other sources.

* Indicates the responses required to complete this step.

* 1. Narrative Description - size, location, demographic summary, brief description of community, etc.

* 2. District/Board Policy Philosophy (Reference: 10.55.701)

* 3. Description of 5YCEP Development Process - how the plan was developed, stakeholders involved, time line, etc.

Transfer District Profile information to schools:

Transfer District Profile Information to Schools

(Caution: you will overwrite any current information that may have been entered by the schools).

Save

[Return to Planning Status](#)

Transfer button for
the profile

Step 2 Correlate Review

The Correlate Review was completed during the planning year 2009-10. The information entered from the previous year will be brought forward into the new school year and can be modified as needed. When working on this section, do not forget to save the completed work.

This page lists the three categories and the associated correlates. Select either the Quality Indicator Notes or Correlate Comments and Goals for each of the nine correlates.

Just like last year's planning page, the correlates are divided into three categories. Each category has three correlates. Each correlate has two sections: Quality Indicator Notes and Correlate Comments and Goals. If you are an ESEA Title I school, the Academic Performance Category must be completed in its entirety. All other schools are required to complete the **Category** Comments and Goals for each of the three categories.

1 Academic Performance Category	CATEGORY		
5 Year Plan - 1 Curriculum - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 1 Curriculum - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 2 Evaluation/Assessment - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 2 Evaluation/Assessment - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 3 Instruction - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 3 Instruction - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - Academic Performance - Category Comments and Goals		This Step is Complete.	Go to Page
2 Learning Environment Category			
5 Year Plan - 4 School Culture - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 4 School Culture - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 5 Student, Family, Community Support Programs/Services		This Step is Complete.	Go to Page
5 Year Plan - 5 Student, Family, Community Support Programs/Services - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 6 Professional Development - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 6 Professional Development - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - Learning Environment - Category Comments and Goals		This Step is Complete.	Go to Page
3 Efficiency Category			
5 Year Plan - 7 Leadership - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 7 Leadership - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 8 Organizational Structure and Resources - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 8 Organizational Structure and Resources - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - 9 Comprehensive and Effective Planning - Quality Indicator Notes		This Step is Complete.	Go to Page
5 Year Plan - 9 Comprehensive and Effective Planning - Correlate Comments and Goals		This Step is Complete.	Go to Page
5 Year Plan - Efficiency - Category Comments and Goals		This Step is Complete.	Go to Page

Transfer District Correlate information to schools:

[Transfer District Correlate Information to Schools](#)

(Caution: you will overwrite any current information that may have been entered by the schools).

[Return to Planning Status](#)

Transfer button
for Correlate
Review

Schools and districts have two options concerning this section:

1. If a school or district completed this information during the 2009-10 school year, nothing more is required in this section. Note in the example below, the school's information is complete; however, the information in this section can be modified and saved.
2. If the school is an ESEA Title I school, a review and update of information is required. Enter the correlate and review and update the information. Once this is completed, save and exit.

Curriculum Correlate – Quality Indicator Notes under the Academic Performance

The Quality Indicator Notes remain unchanged from the 2009-10 planning year. The Quality Indicator Note section is an organized area to store school data and responses. This information can and should be used for planning for school improvement. Remember: the CSI Plan is an educational improvement template. The responses within the plan can be changed or modified in any manner to assist schools in planning.

5 Year Plan - 1 Academic Performance Category - Curriculum Correlate - Quality Indicator Notes

All text boxes have a 7000 character limit. You may cut and paste from other sources.

* Indicates the responses required to complete this step.

Correlate 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

1.1 Curriculum

1.1a There is evidence that the curriculum is aligned with the Montana Content and Performance Standards and includes Indian Education for All and local tribal standards if applicable. GUIDANCE: Consider how accurate IEFA curriculum is infused
* across all content areas and every grade level.

Each teacher has a District curriculum binder that shows are curriculum and how it is aligned to state standards and IEFA standards. Currently there are no local tribal standards.

1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12), with particular attention to the inclusion of local cultural knowledge (as part of a living,
* constantly adopting system).

There needs to be more vertical communication between grade levels and schools regarding curriculum standards to ensure they are clearly articulated across all levels.

Curriculum Correlate – Correlate Comments and Goals

5 Year Plan - 1 Academic Performance Category - Curriculum Correlate - Correlate Comments and Goals

All text boxes have a 7000 character limit. You may cut and paste from other sources.

* Indicates the responses required to complete this step.

I. Analysis Summary

* 1 What trends/issues that have significant impact on student achievement could be identified?

* 2 Are there specific issues/trends dealing with IEFA students that might be targeted for inclusion as goals in the CSI Plan?

3 If applicable, are there specific issues/trends dealing with American Indian Student Achievement that might be targeted for inclusion as goals in the CSI Plan?

There was a change in the appearance and organization of the Indian Education for All (IEFA) comment sections. Note that question number two strictly attends to IEFA and question number three addresses American Indian Student Achievement as it pertains to the school and/or district.

Step 3 Yearly Action Plan

The 2009-2010 Yearly Action Plan was completed during the 2009-2010 school year. The 2009-2010 action plan items are represented in this year's Annual Progress Report in order to allow progress reporting on them. No additional changes or additions are required in this section of the Five-Year Planning Process. (Note: Schools and districts will find the 2010-2011 Yearly Action Plan at the end of the Annual Progress Report for input of the current year's action plan.)

Title I

Please view the instructions under the ESEA Title I section. The ESEA Title I status bar displays whether the school is Schoolwide ESEA Title I and the Improvement Year information (if applicable). The ESEA Title I section now displays the pages the school or district must complete prior to submitting the plan.

The status bar provides schools and districts with the following information:

Title I Status – (LE>>>>) – this portion tells what school or district is being planned.

Schoolwide – denotes a school enrolled in ESEA Title I Schoolwide programming

ImYr2 denotes the year of improvement

Title I Status: - - Title I Organization - School wide program - ImYr2 -

Status Bar for ESEA Title I

Title I		Instruction
Title I - School - SchoolWide Program	This Step is Required.	Go to Page
Title I - School - School Improvement	This Step is Required.	Go to Page
Title I - Academic Performance Annual Review - 1 Curriculum - Quality Indicator Notes	This Step is Required.	Go to Page
Title I - Academic Performance Annual Review - 1 Curriculum - Correlate Comments and Goals	This Step is Required.	Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Quality Indicator Notes	This Step is Required.	Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Correlate Comments and Goals	This Step is Required.	Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Quality Indicator Notes	This Step is Required.	Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Correlate Comments and Goals	This Step is Required.	Go to Page
Title I - Academic Performance Annual Review - Academic Performance - Category Comments and Goals	This Step is Required.	Go to Page

ESEA Title I Annual Reporting

Read all of the following options before completing the ESEA Title I section.

1. If your school has been identified for Improvement, Corrective Action or Restructuring you will need to complete the corresponding ESEA Title I Improvement Plan component in addition to the Continuous School Improvement Plan (CSI Plan) process.
2. If your school needs to complete a Schoolwide Program Plan, you will need to complete the ESEA Title I Schoolwide Program Plan component in addition to the CSI Plan process.
3. If your school falls into both of the above categories, you need to complete the appropriate improvement plan component **and** the specialized Schoolwide program plan component at the bottom of this page.
4. If your school falls into none of the above two categories, please return to the planning status page and complete the Annual Progress Report.

ESEA Title I School Improvement Plans – General Instructions

Title I Status: - Title I Organization - School wide program - ImYr2 -

Title I	Instructions
Title I - School - School/Wide Program	This Step is Required. Go to Page
Title I - School - School Improvement	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - Curriculum - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 1 Curriculum - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Quality Indicator Notes	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Correlate Comments and Goals	This Step is Required. Go to Page
Title I - Academic Performance Annual Review - Academic Performance - Category Comments and Goals	This Step is Required. Go to Page

A school that receives ESEA Title I funding and is identified for Improvement, Corrective Action or Restructuring must complete and submit an ESEA Title I School Improvement Plan by **November 1, 2010**. This applies to schools currently identified that do not exit improvement status or those that become identified in the next round of AYP determinations.

An ESEA Title I School Improvement Plan requires a comprehensive needs assessment and the use of data in decision-making, and these requirements must be met by utilizing the Continuous School Improvement Plan (CSI Plan) process.

Please complete the following steps:

1. BEFORE completing this ESEA Title I component, you MUST complete the school level CSI Plan and address EACH of the three correlates in the Academic Performance Category. Address each quality indicator within these three correlates by comparing your school to the rubric for each indicator provided at the link below.
2. You must complete the section at the end of each of the three categories and the Yearly Action Plans for Reading and Math and address Professional Development needs. You must also utilize the data analysis tool with regard to each correlate by examining and analyzing the data provided or by uploading and analyzing your own data.

Statewide System of Support can be found at the following link:

<http://www.opi.mt.gov/Programs/TitlePrgms/ssos.html>. If you have questions on this ESEA Title I component, please contact one of the following ESEA Title I School System of Support Specialists: Kathi Tiefenthaler (406) 444-1872 or Terry Teichrow (406) 444-2036.

ESEA Title I Schoolwide Program Planning - Instructions

Title I Status: - Title I Organization - School wide program - ImYr2 -

Title I		Instructions
Title I - School - SchoolWide Program	Entry to SchoolWide Program Planning	This Step is Required. Go to Page
Title I - School - School Improvement		This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 1 Curriculum - Quality Indicator Notes		This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 1 Curriculum - Correlate Comments and Goals		This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Quality Indicator Notes		This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 2 Evaluation/Assessment - Correlate Comments and Goals		This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Quality Indicator Notes		This Step is Required. Go to Page
Title I - Academic Performance Annual Review - 3 Instruction - Correlate Comments and Goals		This Step is Required. Go to Page
Title I - Academic Performance Annual Review - Academic Performance - Category Comments and Goals		This Step is Required. Go to Page

School-wide plans require a comprehensive needs assessment and the use of data in decision-making. These requirements must be met by utilizing the Continuous School Improvement Planning (CSI Plan) process.

Please complete the following steps:

1. Before completing the sections for schoolwide plans, you must complete the school level CSI Plan and address EACH of the three correlates in the Academic Performance Category.
2. Address each quality indicator within these three correlates by comparing your school to the rubric for each indicator provided at the link below.
3. Complete the section at the end of each of the three categories and the Yearly Action Plans for Reading and Math and address Professional Development needs. Utilize the data analysis tool with regard to each correlate by examining and analyzing the data provided or by uploading and analyzing your own data.

If you are completing a NEW first-time Schoolwide plan, it must be submitted by November 1, 2010. All schools with existing Schoolwide plans must submit by November 1, 2010. If you are completing a school improvement plan, you must submit by November 1, 2010, after having the plan peer-reviewed. See ESEA Title I Statewide System of Support Web page for peer review forms, <http://www.opi.mt.gov/Programs/TitlePrgrms/ssos.html>.

As you complete the school level CSI Plan, keep the following required components in mind since your work will also satisfy some of these requirements for a Schoolwide plan for ESEA Title I. Afterward, you will complete specific questions for the ESEA Title I Schoolwide Program Plan component.

ESEA Title I Schoolwide Plan Required Components

Key	10 Required Elements
Reform Strategies	Conduct Comprehensive Needs Assessment Reform strategies to improve achievement for all students
Highly Qualified Staff	Instruction Provided by highly qualified staff High quality professional development activities Strategies to attract high quality teachers to high needs schools
Parent Involvement	Strategies to increase parent involvement in student's academic achievement
Transitions	Plans to assist in transition from preschool to elementary programs, elementary to middle grades, middle grades to high school.
Additional Support for Students	Teacher participation in assessment decisions for improving instruction and student achievement Strategies to support students continuing to fail to meet standards Coordination and integration of programs and services

If you have questions on this ESEA Title I component, please contact Terry Teichrow at (406) 444-2036.

Annual Progress Report

The Annual Progress Report (APR) is utilized as part of the Small Schools Accountability Process but can also be used to assist districts and schools in planning. Yearly Action Plans were completed during the 2009-10 planning year. The Yearly Action Plans are now incorporated into the Annual Progress Reports for ease of use by schools and districts.

Below are all the steps that must be completed prior to submitting the APR.

Annual Progress Report	Instructions	
Annual Progress Report - 1 Math Goal	This Step is Required.	Go to Page
Annual Progress Report - 2 Reading Goal	This Step is Required.	Go to Page
Annual Progress Report - 3 Curriculum Goal	This Step is Required.	Go to Page
Annual Progress Report - 4 Other Goal	This Step is Optional.	Go to Page
Annual Progress Report - 5 Other Goal	This Step is Optional.	Go to Page
Annual Progress Report - 6 Curriculum Alignment	This Step is Required.	Go to Page
Annual Progress Report - Transfer District Information to School(s)	This Step is Optional.	Go to Page



It is very important to note that any information entered by the schools will be erased when the district transfers information. The district should transfer information **first**, and then the schools can insert additional information.

The above transfer button can only be used by districts and only for transferring information within the Annual Progress Report.

Single schools in a district should login and complete the district Annual Progress Report. Information from the district can then be transferred to the school.

Steps 1-5 - Goals

Text boxes have been provided which support the required format for the yearly action plan goals. The text boxes have a limit of 7000 characters. You can copy and paste from other Word documents into these text boxes. Be sure to **Save** any changes or additions before you exit this page.

Planning Status Data Graphs Reports Resources Administrative Logout

You are logged in as: CP8184 - You Are Planning For: State Fiscal Year 2011

Annual Progress Report - 1 Math Goal

* Indicates the responses required to complete this step.

2010 (Previous Year) Action Plan:

1) Math Goal

Goal:
Improve mathematics scores of students in the elementary school

Measurable Objective(s):
53% of our elementary students will score proficient on the 2010 CRT which is a 3% increase from 2009

Identified Strategy(ies):
Adopt a new K-8 core math program Implement AIMSweb as a diagnostic tool to inform instruction Analyze all grade levels Decode CRT results to inform instruction

Professional Development:
Research quality Math PD to be offered at the district level

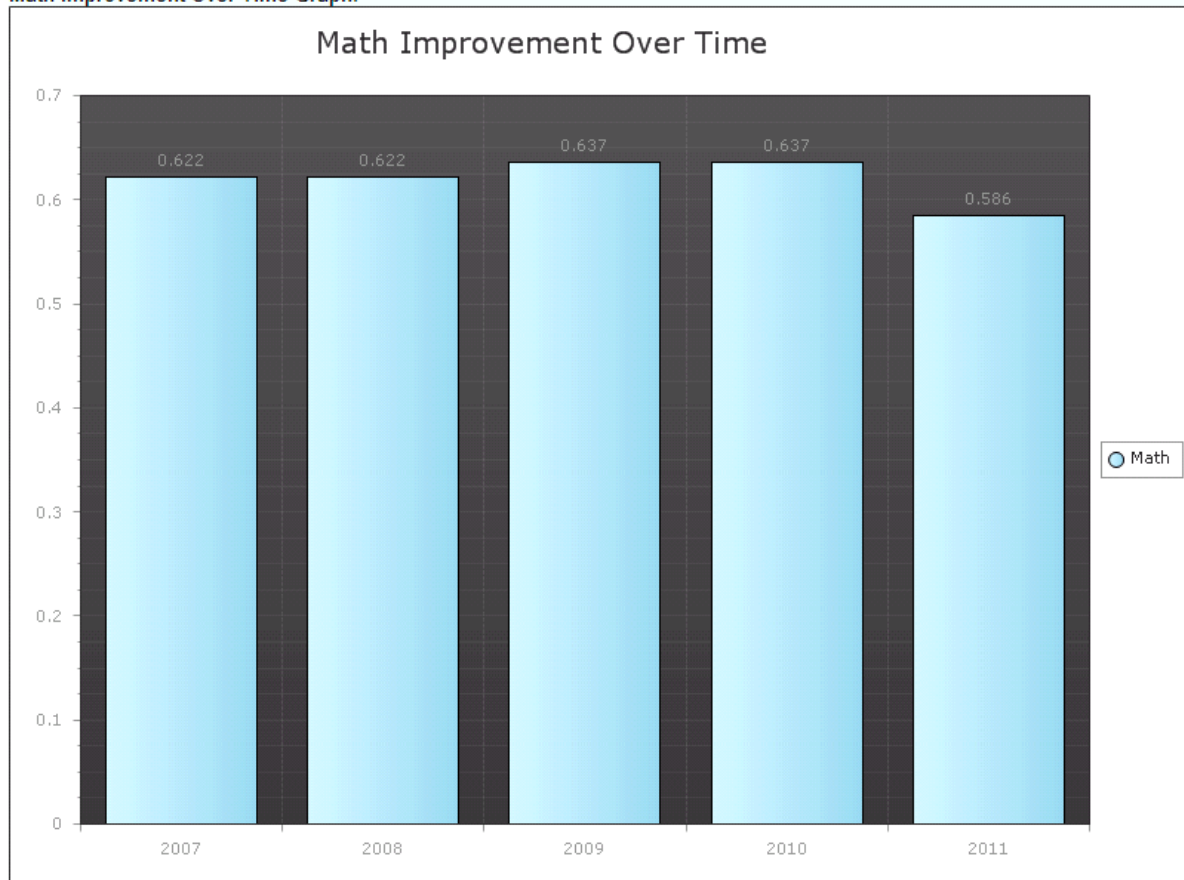
Other Resources:
na

Additional Comments:
na

Integration and Implementation of Indian Education with the content area:
(No previous plan entry).

This is the transferred information from the 2009-2010 Yearly Action Plan

Math Improvement Over Time Graph:



Improvement Over Time was included in last year's Effectiveness Report as an additional piece of information. This year the Improvement Over Time is included for planning for all schools and districts. While the graph appears on the screen, the graph must be saved to your Annual Progress Report. Follow the steps below to save the graph and upload it into the graphing library. Graphs saved in the district planning tool will not be available to schools when information is transferred.



Graphs from the graphing library can now be included in the Annual Progress Reports. Follow the instructions and steps below to include graphs in the APR. While the images will appear as a thumbnail graph, the graph will print in a normal size.

Steps to add graph images to this section of the report.

Step 1: Right-Click on the above graph and use Save Picture As... to save the file locally.

Step 2: Locate your Improvement image file

Step 3: Click on Upload Improvement Image to store the Graph

Step 4: Select a saved Image to Reference in this section (this may also be a graph that you have previously saved on the Data Graphs Page):



Images Referenced in this section of the Report:

Analysis of Data

The Analysis of Data section provides the OPI with the required information to monitor and evaluate Annual Progress Reports as required by the Board of Public Education. The three questions listed provide schools and districts with starting points to analyze data and student progress. **All three questions must be addressed in the response section.**

Analysis of Data:

The analysis must include three points:

- 1) Analyze the school's goal in relationship to the data; Explain how the use of data has changed the school or district instructional practices. What will improve or change based on the data?
- 2) Indicate if plan of action is demonstrating progress toward meeting goal(s). The written documentation verifies the use of data and analysis as the rationale for the course of action needed to achieve the professional development goals for the next school year.
- 3) Include whether the goal will be kept, modified, or a new goal will be written. This goal whether repeated, modified, or new will be one of the goals in the current Yearly Action Plan.

*

After analyzing the data and determining the course of action for the next school year, schools and districts will complete a new Yearly Action Plan in the provided template.

NEW

Indian Education for All (IEFA) is now included in each content area goal. Explain the integration and implementation of IEFA within the content area.

2011 (Current Year) Yearly Action Plan:

Goal 1) Math Goal

* Goal

* Measurable
Objective(s)

* Identified
Strategy
(ies)

* Professional
Development

* Other
Resources

* Additional
Comments

* Integration and Implementation of Indian Education within the content area:

[Save](#)

[Return to Planning Status](#)

Always remember to save before moving to a new page or to a navigation tab within the plan.

Step 6 Curriculum Alignment

This section of the Annual Progress Report remains unchanged from the 2009-10 planning year. The Curriculum Alignment section must only be completed by districts. Schools are not required to complete this information. There are 12 curricular areas that must be addressed within this section of Curriculum Alignment. Below is an example of Communication Arts.

The screenshot shows a web application interface for curriculum alignment. At the top, a navigation bar includes links for Planning Status, Data Graphs, Reports, Resources, Administrative, and Logout. Below this, a user status bar indicates the user is logged in as CP8184, planning for Arlee Elementary School (SC0628) for the 2011 State Fiscal Year. The main heading is "Annual Progress Report - 6 Curriculum Alignment". A dropdown menu allows selecting a curricular area, with "Communication Arts" chosen. A red error message states: "Communication Arts Information Has NOT Been Completed - District Must Complete and Save!". Below this, three radio buttons are provided for the review status: "Review of this curriculum area has been completed since 2004" (selected), "Review of this curriculum area is currently in progress", and "Review of this curriculum area has not been completed". A date selector for the next review is set to "2010-2011". At the bottom, there is a "Save" button and a "Return to Planning Status" link.

Planning Status Data Graphs Reports Resources Administrative Logout

You are logged in as: CP8184 - You Are Planning For: Arlee Elementary - School - SC0628 State Fiscal Year 2011

Annual Progress Report - 6 Curriculum Alignment

Please select the curricular area that you would like to work with: Communication Arts

Communication Arts Information Has NOT Been Completed - District Must Complete and Save!

- ☒ Review of this curriculum area has been completed since 2004
- ☐ Review of this curriculum area is currently in progress
- ☐ Review of this curriculum area has not been completed

When is the next review scheduled to take place? 2010-2011

[Save](#) [Return to Planning Status](#)

Transfer District Information to School(s)

Once all information is entered for the district Annual Progress Report, the district may choose to transfer all Annual Progress Report information to the schools within the district. It is imperative to understand that all information entered by schools will be lost once the district transfers information.

Single schools in a district should login and complete the district Annual Progress Report. Information from the district can then be transferred to the school.

Planning Status Data Graphs Reports Resources Administrative Logout

You are logged in as: CP8184 - You Are Planning For: Anderson Elem (District) - LE0366 State Fiscal Year 2011

Annual Progress Report - Transfer District Information to School(s)

☐ Check here if the district and school analysis and goals are the same

Transfer District Annual Progress Report information to schools:

Transfer District Annual Progress Report Information to Schools

(Caution: you will overwrite any current information that may have been entered by the schools).

Save [Return to Planning Status](#)

Select this button if the school and district goals are the same

NEW

Submission Information

Submission Information is also a requirement of all schools and districts. Schools and districts requested a submission button to ensure that plans were completed and submitted. Schools and districts complete the Submission Information, save, and submit the CSI Plan and Annual Progress Report. Even though information may have been submitted at an earlier date, information may be modified until November 1st. After November 1st, the information will be submitted to the OPI and saved for scoring of the Annual Progress Reports.



NEW

This section is new for all users. All ESEA Title I schools must submit the “Required for ESEA Title I” section.

Required for Title I:

First Name of Person responsible for the implementation and monitoring of the Yearly Action Plans:

Last Name of Person responsible for the implementation and monitoring of the Yearly Action Plans:

Anticipated date of completion of the Yearly Action Plans:

Date the schoolwide plan was revised:

Submission Information:

First Name of person submitting this plan:

Last Name of person submitting this plan:

Title of person submitting this plan:

Phone Number of person submitting this plan:

Date submitted to OPI:

9/20/2010 12:55:00 PM

The plans have been submitted to OPI.

Save

Submit to OPI

Data Graphs

The Data Graphs section remains unchanged from the previous year's planning period. Follow the 8 steps outlined to create graphs from the OPI data. Users may also create graphs under the User Defined Graphs section as well as upload graphs with the appropriate file types (.jpg, .jpeg, .png, and .gif). The graphs stored in the graphing library under Upload Graphs tab will be available for the APR.

OPI Provided Graphs

User Defined Graphs

Upload Graphs

Step 1: Choose Graph from Panel

Reading Proficiency

Math Proficiency

Science Proficiency

All Proficiency By Ethnic Origin

Longitudinal Enrollment

Longitudinal Dropout

Gifted and Talented

Violent Behavior

Suspension/Expulsion

Step 2: Choose Grade (Choose only one):

☐ K

☐ 1st

☐ 2nd

☐ 3rd

☐ 4th

☐ 5th

☐ 6th

☐ 7th

☐ 8th

☐ 9th

☐ 10th

☐ 11th

☐ 12th

Step 3: Choose Data Format:

☐ Display Percent ☒ Display Count

Note: All Percent must be "stacked bar" graph type

Step 4: Choose Graph Type:

Normal Bar

Step 5: Choose Graph Orientation:

☒ Vertical ☐ Horizontal

Current Selections:
Graph:
Grade:
Format: Count
Type: Bar
Orientation: Vertical

Step 6: Click the Create Graph button to see the graph image

Create Graph

Reports

The Reports menu gives you the option to print any of the documents created to a PDF format. Schools and districts can save these documents to the computer.

Note: The OPI graphs will not print out as part of the CSI Plan report but can be embedded and printed in the APR.

A screenshot of a web application interface. At the top is a blue navigation bar with links: Planning Status, Data Graphs, Reports, Resources, Administrative, and Logout. Below this is a light blue header area with the title 'Print 5 Year Plan'. Under the title, it says 'You are logged in as: CP8184 - You Are Planning For: OPI Admin User -' followed by 'Select State Fiscal Year:' and a dropdown menu showing '2011'. Below this, a red error message reads: 'You must be planning for a District or a School to be able to run these reports.'

NEW

When printing reports, schools and districts can select the school year of the report needed. For example, if the original Five-Year Comprehensive Education Plan is needed, change the State Fiscal Year to 2010 and print the report.

Another change from last year's reports is that the Continuous School Improvement Plan will print in its entirety from profile to correlate work to yearly action plans. The same is true for ESEA Title I plans and Annual Progress Reports.

Resources

Below are a variety of links to resources available to assist schools and districts in continuous school improvement planning as well as CSI Plan instruction documents.

Planning Status Data Graphs Reports Resources Administrative Logout

Resources

Instructions

- [Continuous School Improvement Plan Instructions](#)
- [Continuous School Improvement Plan Title I Annual Report Instructions](#)
- [Continuous School Improvement Plan Annual Progress Report Instructions](#)

Policies

- [Administrative Rules of Montana, Accreditation Standards: Procedure](#)

References

Assessment

- [Kay Burke & Assoc. Inc.](#)
- [Assessment Training Institute](#)

Data Analysis

- [Education for the Future Initiative](#)

Continuous School Improvement

- [Effective Schools](#)
- [Marzano Research Laboratory](#)
- [Nine Correlates of Effective Schools](#)

[Return to Planning Status](#)